Race to the Top - District

Technical Review Form

Application #0406KY-1 for Bourbon County Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The District has clearly articulated an innovative project to implement individualized plans for all its students through blended learning with an emphasis on STEM and has set forth a complete reform to accelerate student achievement addressing the four core educational assurance areas.

Through blended learning the District has provided a clear and credible framework by which it will meet its goals to accelerate student achievement evidenced by the Districts description of tracking student growth and the District's plans to reform its elementary, middle and high schools.

The District is commended for recognizing that this project is a complete reform of how its students are taught and is willing to lead the way through an innovative project.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	9

(A)(2) Reviewer Comments:

The District's approach in selecting its participating schools was to include all the schools within the District.

The District demonstrated that there was complete buy in for the implementation of a high quality plan through the MOU entered into with the state and also at the school level by principals.

The high degree to which the District's project will be implemented at the LEA-level and school-level is further evidenced by the Superintendent's commitment to implement the state mandated evaluation system and a commitment to preparing all students for college and career, which is a part of the District's vision for reform.

The District provided further evidence of a high quality LEA-level and school-level implementation of its plan by demonstrating that all its students will be served. The students were further broken down by subgroups.

	Available	Score
(A)(3) LEA-wide reform & change (10 points)	10	10

(A)(3) Reviewer Comments:

The District met the requirements of creating a comprehensive high-quality plan that describes the District's intent to use blended learning throughout the district to reform the way it teaches its students.

The District's plan aligns with the state's RTTT grant and the District describes the scaling up of the plan through the establishment by the District of several teams beginning at the District level down to the school level. The teams include the District Implementation Team (DIT), School Implementation Teams (SIT), and Professional Teams (PT) in Math and Reading.

Through its plan for blended learning the District will achieve its outcome goals through its focus on improving student outcomes by collaborating with successful schools, contracting with consultants for blended learning training, and working with non-profits that have expertise in online learning, among other things.

	Available	Score
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8

(A)(4) Reviewer Comments:

The charts and Logic Model included in the District's application provide in detail the District's plan and vision that will likely result in improving student learning and performance.

The District has set ambitious yet achievable goals based in part on achieving them through the summative assessments used by the District (which include EXPLORE, PLAN and ACT in reading, math and english) and through the achievable goals set and data provided on its graduation rates and college enrollment rates that demonstrated the District's approach in increasing college enrollment rates.

The District lacked overall data and a description of the District's goal in improving student learning and increased equity for its African American and English Language Learner students, which is a concern on whether the District will provide increased equity for these groups of students.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10

(B)(1) Reviewer Comments:

The District did not provide sufficient evidence of advancing student learning and achievement because the District provided three years of data in some of the tables provided instead of four due to 2012 data not being available, thus a clear record of success in advancing student learning has not been established.

Although the District did a good job in describing what the State of Kentucky has been doing to advance student learning, the District was vague in describing what it has done within the district.

The District has taken significant steps in reforming its low-performing schools through administrative in-school initiatives such as walkthroughs and collaboration training and programs to assist its students such as the Saturday Mentoring Program and Peer Leader Program.

Although the District provides student data to parents and students through its Infinite Campus portal, the District was vague in describing how the information provided to students, parents and educators would assist in improving student instruction and services.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

The District has demonstrated a high level of transparency with regard to the salary information provided in its appendix which is easily accessed by the public through the District's website and links that principals provide in each of their schools. In addition, the District provides monthly financial reports to its school board and all documents can be requested by the public through the District's central office.

	Available	Score
(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

Based on the detailed research the District performed before deciding to implement blended learning, the alignment of District goals to the state's RTTT goals, and the letter of support provided by the Mayor the District has demonstrated sufficient autonomy under State requirements to implement personalized learning environments.

	Available	Score
(B)(4) Stakeholder engagement and support (10 points)	10	8

(B)(4) Reviewer Comments:

Letters of support were evidence that the District had involved key stakeholders. In addition, the District had meaningful enagement of its stakeholders by the creation of a team that assisted the District with its reform proposal made up of key stakeholders.

The District also clearly described the input solicited from all its teachers and principals and input from parents through newsletters. However, the District did not describe how input received was evaluated and incorporated into the final application and how the District responded back to input received.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

The District does an excellent job in analyzing how its plan will be implemented by identifying four components to assist them in identifying their current status and needs and gaps. The four components include the District: determining the status of their highly skilled educators; providing professional development for its teachers to ensure that they are prepared to use blended learning which includes accessibility to the new technology that is proposed to be utilized;identifying its technological and electronic devises; and determining its capacity for high-speed broadband access. Through the identification and completion of the four components, the District will be able to implement personalized learning environments for its students.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	16

(C)(1) Reviewer Comments:

The District has provided evidence of a high-quality plan for improving learning to ensure that its students are ready for college and career. The District described in detail the institution of three phases to its blended learning plan: the formation of a District Implementation Team (DIT) and School Implementation Team (SIT) concentrating in math; the formation of a DIT and SIT in reading/english, science, technology and engineering; and finally an increase in high school courses for its students that will be delivered online while others will be remote.

The phases described by the District ensures that all students, including its high-need students, have access to technology, learning days, and strong supports for course work that will prepare them for college and career through individualized customized learning plans that are age appropriate.

The District has described in its plan that students will be exposed to individualized customized learning through on-going assessments that will provide students with differentiated instruction and remedial assistance through Reading and Math coaches. These coaches will assist students in obtaining the necessary skills for college and career and master critical thinking skills. Students will be exposed to Bloom's Digital Taxonomy. The District's plan includes exposing students to diverse cultures but does not provide sufficient detail on how this exposure will deepen individualized learning.

The plan the District describes ensures personalized learning for students by providing teachers with a variety of blended learning delivery models, including the Rotation Model. The plan provides for ongoing feedback that frequently updates student learning profiles based on the student's course and assessment data to determine if skills have been met; and the District has ensured that its high-needs students are on track toward being college and career ready by providing additional support staff to assist the students through ongoing review of the student's success plan or goal development.

The District is aware that its students are already exposed to technology and is prepared to provide additional support to students to go beyond introductory skills to assist their students in tracking and managing their learning by developing individual learning goals and readjusting the goals based on mastery.

(C)(2) Teaching and Leading (20 points)	20	17

(C)(2) Reviewer Comments:

The District has provided evidence of a high-quality plan for improving teaching by providing professional development to its teachers throughout the three phases of its plan. That professional development will support teachers in improving student learning and providing students with the skills necessary to be college and career ready.

The District describes involving Professional Teams in Math during the first phase to assist teachers in the area of Math. Then in the next phase the Professional Teams will assist teachers in the areas of Reading/English, Science, Technology and Engineering, which are the the core areas students need to master to be college and career ready. The Professional Teams will use blended learning as the instructional model to provide teachers the skills necessary to assist in effectively supporting personalized learning for their students. Teachers will be provided ample opportunities for shared practices through online daily discussions and collaborative learning sessions to assist in adapting content and instruction, and in measuring student progress to improve content skills so that students are provided with continuous support to prepare them for college and career.

The District described how teachers will have data available to them on a daily basis and the skills necessary to utilize it to

assist students to improve learning through individualized corrective action based on the data received; and teachers will have several tools that will be utilized to assist their students with personalized learning, including a variety of scaffold supports and social media tools.

Through the District's Comprehensive School Improvement Plan and Comprehensive District Improvement Plan, which are reviewed annually and are considered living documents responding to data points throughout the year, the District will provide the tools, data and resources to improve individual and collective educator effectiveness. These will, in turn, lead to increased student performance and provide the data necessary to focus on closing achievement gaps.

The District has provided evidence that it has a high-quality plan to ensure that students are taught by effective teachers by having effective teachers serve as lead teachers, collaborative team based teaching , peer-to-peer interactions and self-study by teachers.

The District was vague in describing the strategies the district will implement to assist teachers in supporting student's individual academic needs.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	**15**	**10**

(D)(1) Reviewer Comments:

The District has provided evidence that practices, policies, and rules are in place to facilitate personalized learning by the District's creation of the DIT, SIT and PT which is a move from the central office down to the classroom; and provide sufficient autonomy and flexibility to these teams in order to make decisions that will assist in facilitating personalized learning.

The District provides further evidence of the practices that it has in place to facilitate personalized learning through the three phases by which students will be given the opportunity to progress and earn credit in multiple ways including non-traditional terms such as online credit outside the normal school day or the more traditional regular classroom setting.

The District also provides evidence that it has practices in place to provide for student mastery in various ways by providing formative, interim and summative assessments.

However, it is unclear how students with disabilities and English Language Learners will have access to blended learning and benefit from their peers.

	Available	Score
(D)(2) LEA and school infrastructure (10 points)	**10**	**7**

(D)(2) Reviewer Comments:

The District provided evidence of its effective means by which to support personalized learning by ensuring that low-income students have access to the latest technology through a device checkout program and a School Technology Store.

The District demonstrated that stakeholders have technical support by including the establishment of a Data Manager position, which will be responsible for the management and dissemination of data collected for use and access by all stakeholders. However, the District did not describe what methods the Data Manager will use to disseminate information to parents that speak a language other than English.

The District provided evidence that parents can access student records through the Infinite Campus portal provided by the state, but did not describe if this data can be used in other electronic learning systems.

The District provided evidence that its schools have access to interoperable systems to share data between the district and the schools through the move from using its Infinite Campus data system to using the Kentucky Statewide Longitudinal Data Systems.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	**15**	**13**

(E)(1) Reviewer Comments:

The District has implemented a rigorous continuous improvement process, which is evident by the inclusion of a Project Director and Data Manager position through the DIT, SIT, and PTs. These individuals will be responsible for data collection, which will assist in ongoing improvements. The District describes analyzing the data to support the evaluation of student progress and program implementation. In addition, the District will measure its impact on students and school staff through the use of a district-wide survey and an end of the year findings, conclusions and recommendations to assist in modifications and planning for the following year. However, the District did not describe how it would make the findings available to the public.

(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

The District provides a strong approach in its strategy for ongoing communications with its stakeholders by including the Communication Specialist to assist in keeping all stakeholders engaged and informed in order to assist the District in continuously improving its plan. The District's communication strategies include communicating through established associations like the PTA, newsletters, press releases and open forums while the Communication Specialist will ensure that critical project findings are posted on the District's website.

(E)(3) Performance measures (5 points)	5	4

(E)(3) Reviewer Comments:

The performance measures selected by the District demonstrate its commitment to approximately 13 achievable performance measures that ensure that the blended learning model is successfully implemented. The chart provided in the narrative described the District's rationale for selecting the measures, the grade bands, and some subgroups that would be targeted, a timeline and rigorous, timely, formative evidence indicating that the performance measures were ambitious yet achievable. However, the performance measures mentioned in the narrative did not provide the detailed data required, such as by all subgroups, because the data was supposed to be included in the Appendix, but the application was missing the data referenced within the Appendix provided by the District.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5

(E)(4) Reviewer Comments:

The District provides a strong approach in evaluating the effectiveness of the funded activities. The District demonstrated that it had a detailed plan to evaluate the effectiveness of the funded activities by, among other things, collecting data on a monthly basis to determine if the program objectives are being met and to provide ongoing improvement. The District's evaluation design includes quantitative and qualitative data that will assist the District in allocating resources to improve the project.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

The District has provided a reasonable budget and provided the rationale justifying the budget requested for its project. The District clearly indicated the sequence in which the grant funds will be used in terms of hiring personnel and technological equipment needed.

The District provided a thoughtful rationale for investments and priorities of each budget category provided and the amount requested, including a description of all the funds the District will use to fund the project. The District did not provide a description between one-time investments versus ongoing operational costs because the District did not identify any one-time investments.

(F)(2) Sustainability of project goals (10 points)	10	8

(F)(2) Reviewer Comments:

The District provided a high-quality plan for sustainability of the project. The District desribed the various funding sources it has available to sustain the project. However, the District did not provide evidence on whether there will be any ongoing financial support to the District for the project by its local and state leaders.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The District has provided detailed evidence to support the long established community partnership that it has and that will assist in the District providing additional student and family supports to address the social, emotional, or behavioral needs of its students and has met the competitive preference priority.

The District describes in detail its plan to provide additional supports to students and their families through the partnerships it has in place and has sustained with public and private organizations such as Comprehensive Care Mental Health, Bourbon County Health Department, Division of Social Services, Family Court, and Youth Services through the establishment of the Core Management Team under the Safe Schools/Healthy Students grant.

The District described the population-level desired results which included increasing the reading proficiency level of 3rd grade Hispanic students, increasing the reading proficiency level of 8th grade disabled students, and decreasing the number of days high school students are suspended.

The District described the tracking system it has in place through its full-time nurses; the use of assessments to improve results; and described a strategy for scaling the program through the experience it has accumulated through CMT.

However, the performance measures mentioned in the narrative were not reviewed because they were in the Appendix and were not included therefore they could not be reviewed.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The plan outlined by the District was detailed and descriptive on how the blended learning program will improve student learning through individualized plans therefore the District has met Absolute Priority 1.

Total	210	179

Race to the Top - District

Technical Review Form

Application #0406KY-2 for Bourbon County Schools

A. Vision (40 total points)

	Available	Score

(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

The reform vision was convincing and clearly addresses the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support. The vision was to increase the achievement goal of students attending Bourbon County Schools by implementing a new learning and instruction style. The vision then proposed to address the needs, gaps, strengths and weaknesses of their students from Kindergarten to high school by implementing a high-access technological environment. The vision was further articulated by including the goal of having highly effective teachers, to ensure the new blended learning environments were implemented effectively.

The student support would be grounded in individual tasks that are based on individual interests allowing students to take ownership for their learning with the ability to track their achievement and growth or needs of improvement. This is evident in the narrative as students, teachers and parents will be able to track the data for each child and adjust the lessons according to the target for that child. The Bourbon County Schools have stated the vision by establishing where they see the need is the strongest for their students.   They will start the reform through human capital, technology, and the Blended Learning Environment. The four core areas that Bourbon County will focus on to deepen student learning are:

1. adoption and implementation of Common Core standards/assessments
2. data systems CIITS for teachers, Infinite campus for parents, teachers and students
3. Professional development for teachers and parents along with a timeline
4. State specific and supported Improvement teams

The Blended Learning Environment builds upon the four assurance areas using technology to achieve academic success for all students. For the high school students, the plan provides a way for the district to connect with the local universities, community colleges, and businesses to prepare high school students to matriculate into the work force. The blended learning reform plan will allow students to know faster what their strengths and weaknesses are, and will also provide them with a deeper focus on their college/career path.

(A)(2) Applicant's approach to implementation (10 points)	10	8

(A)(2) Reviewer Comments:

The Bourbon County school district has full support from the Kentucky Board of Education written to engage in and prepare for Race to the Top. The school district provided the necessary statistics and written support to meet the requirements stipulated in the application to qualify. The School district specified an all or nothing approach, requiring all schools to participate fully or not participate at all in the Race to the Top application. All six of the Bourbon Schools signed up to fully participate in the implementation of the reform of their school district. This strong approach gives credibility to the school district, as they have collaboratively engaged in establishing the vision set forth in the application. A list of the six schools and their signed MOU was evident in the Appendix.

Several stakeholders participated in a statewide survey to provide feedback and input for the LEA implementation proposal. Bourbon met the competition's eligibility requirement; evidence in the appendix demonstrates that they are serving a minimum of 2,000 students, including at least 40% who are low-income and receive free/reduced lunch.

By involving the necessary schools and students Bourbon County provides convincing evidence that they will be able to support high-quality LEA implementation for the academic success of their students.

(A)(3) LEA-wide reform & change (10 points)	10	9

(A)(3) Reviewer Comments:

The reform and change support structure is detailed in this section. There are a lot of working pieces/people and the applicant specifies their roles and their direct involvement in the Race to the Top program. The applicant has provided a high-quality plan including specifics about how the LEA, PT (Professional Team), SIT (School Improvement Team) and DIT (District Implementation Team) will assist the students, faculty and staff in implementing the needed and envisioned changes for each phase. The phases are broken down to execute reform in all aspects in the district. The DIT will be formed to ensure the phases of implementation are effective and on target. The District will also ask stakeholders to be on this team, such as community leaders, educators, coordinators and local college/university representatives. Once the DIT establishes a culture of reform, implementation will be effective and students will be on the road to success.

The applicant's Logic Model will support meaningful reform because the plan is coherent and cohesive. The applicant recognizes its current strengths and weaknesses and is clear about how it will address its weaknesses. For example, the district addressed professional development in all areas and aspects, including things such as rethinking teaching design and

relying on statewide experts to help implement reforms. The district provided transformative changes and showed how through consistent feedback and the use of a variety of tools and resources, the goals will be achievable.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9

(A)(4) Reviewer Comments:

The chart for Bourbon County provided ambitious but achievable goals for decreasing the achievement gaps, and increasing graduation rates, college enrollment and performance on summative assessments. In most years Bourbon County demonstrated improvements, but in one year the scores clearly declined. Bourbon County did not address the decline.

The charts and narrative are aligned in setting stages and phases for achievement and the applicant describes how the Race to the Top program will allow the district to meet the goals. For example, Bourbon County intends to raise graduation rates from 38.7% to 94.7% by 2017, showing major progress during the grant years and the post grant years. Because of the strength of the entire proposal, this goal seems feasible. All of the materials in the narrative and in the charts show the vision will result in improved student learning and performance, exceeding state goals.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12

(B)(1) Reviewer Comments:

Bourbon County has provided through charts and a detailed written explanation evidence of a modest record of success in the past 4 years. The majority of state assessment scores are steady across the board in Grades 3-11, with little to no significant increase.   The Bourbon County Schools EXPLORE assessment, focused on predicting high school students' success, did not show a convincing track record of improvement and is still below the state average. The Educational Planning and Assessment System and College Readiness plans show ambitious and achievable goals through their narratives and charts. Students, parents and educators throughout the district are now able to access an electronic portal to keep up with data and grades. Students who are about to enter college or the work force are able to evaluate themselves through the Educational Planning and Assessment System.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

Bourbon County provided a strong written explanation and charts demonstrating how processes and practices are transparent. Stakeholders, community members, parents, and students will be provided with a monthly financial report, and the budget will be posted in the participating schools. The district follows the Civil Rights Collection rule that all salaries are available by request and on an annual basis. The narrative details the salaries of other district employees and the documentation in the Appendix shows transparency by presenting the salaries of all school board employees.

(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

There was sufficient evidence provided in this section to see the autonomy with state, legal, statutory and regulatory environments. Bourbon County and all stakeholders involved agreed to pursue the Race to the Top District Competition. Bourbon County has the support of the Kentucky Department of Education, the Mayor of the City, and other state officials to proceed with the Race to the Top District Grant Competition. The personalized learning environments reflected in this section are a mixture from the Kentucky Virtual schools and the local Collaborative Teaching and Learning Hybrid Project.

(B)(4) Stakeholder engagement and support (10 points)	10	10

(B)(4) Reviewer Comments:

Bourbon County provided strong support for their application requirements for section B4. Key community leaders were very involved in the application process, and provided input and feedback. The stakeholders range from the Mayor of Paris

Kentucky, to the Bourbon County Public Library, to the University of Kentucky Coop Agency and Bourbon County Family Court. The Bourbon County school system kept parents involved in the process by sending home weekly newsletters to inform parents about the proposal and to request input and/or feedback. The Bourbon County Schools Education Association is not involved in collective bargaining but it was stated that they were fully supportive of the proposal and provided evidence by submitting a polling sheet that about 83% of the county's teachers did sign. All evidence of letters and signatures appear in the appendix of the Bourbon County School District application.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

The plan soundly addresses the 4 components that Bourbon County identifies as necessary to implement the personalized learning environments. The tables provided goals, activities, timelines, deliverables and responsible parties. This phased implementation reflects a high-quality plan because the applicant has clearly thought through the stages of implementatin. Component one focuses on having 100% highly qualified teachers in the core academic areas. Component two focuses on teacher preparation for the Blended learning system and increasing internet access, and whiteboard and multimedia presentations. Component three addresses the technology hardware and electronic devices needed to implement the blended learning model. Component four focuses on the steps/phases that the county will implement to make sure that technology is up to standard for the proposed new model. The chart references the training, goals, activities, timelines and deliverables in a very thorough and achievable manner. Ranging from who, what, when and where for the professional development to the installation of the type of technology needed for students and staff to use accordingly. Strategies on how to close the achievement gap and how the community will help support school reform complement the data presented in charts.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17

(C)(1) Reviewer Comments:

The Bourbon County district provides detailed evidence to support their high quality approach to ensure that all students receive college-readiness/career preparedness educational opportunities. In order to implement the diverse learning strategy, a variety of techniques, structures, and strategies will be phased in. The three phrases presented in the narrative demonstrate their approach for a high-quality plan. The applicant has provided a clear plan to support data driven instruction in the blended classroom and differentiation of insruction in teacher development classes.

a- The standards will help students and parents by setting clear realistic goals for success. Bourbon will employ Reading Coaches and Math Coaches throughout the county to prepare teachers and students for the rigorous materials and strategies to ensure success. Collaboration across all levels will be necessary to produce a customized learning plan and demonstrate mastery of learning objectives.

b- A personalized sequence of instructional content and skill development will be designed for each student to meet his individual learning goals thus allowing differentiated instruction for all students. The blended learning will allow teachers to teach beyond the textbook and incorporate activities with technology into a majority of the lessons. Teachers and other stakeholders will be trained early and often to ensure that the blended learning model uses the highest order of thinking to prepare students for college and to increase student achievement.

c- Chart and narrative provide feasible evidence that Bourbon County will continue to train all students, while realizing that students are already the technology generation.

(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

Each section identifies ongoing, continuous professional development and training for school leaders and educators. Professional development training for teachers will be hands on and provide support for teacher's understanding and implementation of the new blended learning style and technology tools. The training sessions will enhance teacher instruction in the new blended courses and after the training teachers will have lesson plans, a course syllabus, and a course plan. The SIT team and the PT will cultivate an environment of transformation to enhance the county's new learning efforts. Bourbon County District states that in Phase I, math departments will be trained. Phase II will ensure that the all core teachers have the potential to increase their professional knowledge with collaborative sessions during and out of school. There will be

monthly data sessions to help teachers learn how to use data to differentiate the lessons for students. The emphasis placed on the PD for teachers reflects the extensive vision and planning that is necessary to achieve personalized learning environments for all students. Bourbon County will be using their online assessment delivery to provided regular data to the DIT, SIT and PTs. The plan is appropriate and is parallel with the implementation of the new learning style and the use of data to drive instruction.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12

(D)(1) Reviewer Comments:

There is a comprehensive plan laid out in the application to address the practices, policies and rules to facilitate personalized learning. A defined role is stated in the narrative for central office of Bourbon County schools. The implementation plan indicates that the Communication Specialist, SIT, PT and the DIT will guide the phases of the grant. The Communication Specialist will work with the various schools, PTO, school board and other stakeholders to ensure that all activities are publicized and made available to the district. The school focuses on the mastery of student learning in the traditional classroom and via technology allowing students to master the objective at their own pace through the personalized learning environment. On-line assessments will also guide and aid teachers and students in the blended learning classroom. The blended learning approach will help differentiate learning for the subgroups identified by the district through the formative and summative assessments. The school system has outlined a clear vision of how to implement comprehensive infrastructure and policies for all involved.

	Available	Score
(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

There is strong evidence demonstrating that the school infrastructure supports a variety of stakeholder's access to informational technology systems. Bourbon County is preparing to have a device checkout program to ensure that personalized learning is taking place at home and in the community.   Each school will have a 'School Technology Store" and students will be able to check out the technology; also additional checkout locations will be at the local library and other community places. Wi-Fi will also become available on school buses.

Beginning in February 2013, workshops will be provided for teachers, the stakeholders will also be trained, and in turn, train, the family members, students and community leaders. Workshops will be on technology ranging from web site development, to using Wikis, to IM and branding. The technical support provided by the school system is appropriate to ensure all students and stakeholders can use the infrastructure. The application does include information stating an online learning lab and technical support will be available to assist all stakeholders.

The Bourbon County public schools will be using the state selected Infinite Portal as a single database/portal for parents to use to access students' grades, attendance and assignments. Bourbon County Schools states that they are moving to the Kentucky Statewide Longitudinal Data System (KSDLS) that will ensure access to the statewide data and individualized data about the students and the schools. Open house will have multiple applications using KSIS, MUNIS and data from ACT scores to KCCT assessment scores. The ultimate goal is to have data from the Early Childhood Data Collection to graduation.   The chart provides goals, activities, timelines and deliverables to show the phases of the implementation of the LEA and school infrastructure for technology. The application does not state if the data is going to be available for parents to export and use in other electronic learning devices.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	14

(E)(1) Reviewer Comments:

Bourbon County's narrative outlined their understanding of the need to provide feedback and the rigorous improvement process for their new Blended learning model. The evaluation and reflection questions range from: "Are all components of the initiative implemented consistently throughout the year and with each school's original plan" to "To what extent are students

implementing their plans and performing the short-term activities outline in their personalized learning plans"?   A district wide survey will be developed by the data manger and data director, and completed by the DIT, SIT and PTs, students and stakeholders. Schools will receive a profile score at the end of each grant year, which will result in modifications and changes needed for the next year. The scores from the survey will help Bourbon County use the feedback to progress toward their projected goals.

(E)(2) Ongoing communication and engagement (5 points)	5	4

(E)(2) Reviewer Comments:

This narrative was very detailed about the role of the Communications Specialist, which will ensure that all internal and external stakeholders are receiving ongoing communication. The Communication Specialist helps ensure that all stakeholders are involved and given the opportunity to provide input and feedback on a consistent basis throughout the years of the grant and beyond. This person will use a variety strategies to communicate the blended and personalized curriculum being implemented in the school for student achievement.

(E)(3) Performance measures (5 points)	5	5

(E)(3) Reviewer Comments:

Bourbon County demonstrated the appropriate requirements for this section of the application through charts and narrative. Bourbon identified approximately 13 performance measures and the rational for selecting each measure in their table. The chart provides: population, performance measure, rational for selecting the measures, the rigor involved in the performance measure, and the timeline. Each category was identified per grade level and student subgroup, and then the categories were broken down and given percentages to push towards achievement of each goal. The timeline and the measures both present feasible timelines and achievable goals for achievement.

(E)(4) Evaluating effectiveness of investments (5 points)	5	4

(E)(4) Reviewer Comments:

Bourbon County provided a reasonable evaluation process through questioning all stakeholders, from students, to educators, to community leaders, and parents. Using quantitative and qualitative data to measure student growth and success, the district organized the performance measurements to be achievable. The application plan also provides required monthly meetings to discuss evidence of reform progress.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

The Bourbon County budget provided a sufficient and reasonable explanation of the use of the projected grant monies. The application was presented in a very comprehensive and complete budget plan. The narrative and table both provided rationale for the line items, monies to be invested, and projections per year. The evidence of the one-time use and the investments were clearly defined and explained in the table and narrative. The budget proposal includes everything from technology to personnel to professional development. The narrative provides excellent details pertaining to the implementation phases, the data management, timeframe and workshops. The external supports used in addition to the Race to the Top funds are provided and the total revenue is given, ensuring success during and after the grant funds have been exhausted.

(F)(2) Sustainability of project goals (10 points)	10	8

(F)(2) Reviewer Comments:

The narrative described a plan on how the project will continue and addresses sources of anticipated funding after the term of the grant. The narrative did give the district's 2012 current revenue, stating that in the future it will be able to sustain the project using existing funds. Although district revenues are uncertain it does seem likely that Bourbon County will be able to sustain the project. Because of the strength of the proposal, the district's plan is likely to result in continued success even after the grant money has expired. However, the ongoing financial support after the project is based in part on the "idea" that through teacher attrition, more money will be available; the expected attrition may not come to pass. The applicant provides

specificity on how funds and funding needs will align to the project. For example, the technology would be maintained by the State's technology fund and the District would support the blended learning through other sources of revenue.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**9**

Competitive Preference Priority Reviewer Comments:

Bourbon County shows innovative approaches to the challenges identified in their community by connecting with a variety of outside and state agencies to ensure success for their students. The application describes the CMT Core Management team and how it promotes collaboration throughout the local community and the school district between educators, parents and students.   The collaboration between the Bourbon County School and the Mental Health Agency continues to offer students assistance during school hours and families outside of school.   The partnership has seen the truancy rate reduced significantly and the mental health stigma slowly being broken in the community.   The six Core goals are identified and constantly adjusted and reformed through the Core Management team that has been in place since 2008. The collaboration is aligned with the goals that are to be sustained and new ones to be implemented with the help of the Race to the Top funds. While the majority of the performance measures were strong in the narrative and table, they were missing pieces in the appendix that would have given a more complete vision of the measurements.

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**

Absolute Priority 1 Reviewer Comments:

Bourbon County thoroughly provided evidence in their application on all sections, stipulating the core areas that will be addressed using the Race to the Top Grant money. They provide convincing narratives and charts on how they will handle implementation, adjustments, training, development, communication and the finances of the grant throughout their grant years and their county. They will build on the core educational assurance areas by identifying the current gaps, then transitioning from a "traditional" model to a blended/online model of teaching and learning. Using this model they will enhance student learning and personalization of student success. The use of the Logic Model outlines the components of the mission and addresses the management, measurement and assessment of the blended learning style. They address the support system for students, parents and teachers using their new School Implementation Team and the Professional teams that will engage with all stakeholders. The enhancement of teacher leadership, teacher education and the district's constant reflection and readjustment make the vision Bourbon County has proposed very reasonable. The attention to the necessity of increasing achievement at all grade levels and decreasing the achievement gap for subgroups for Reading/Language Arts and Math have combined to make sure students are prepared for college and/or a career. Student data will be available for teachers, staff, principals, and parents to view by using the online student/parent portal.

Total	210	186

Race to the Top - District

Technical Review Form

Application #0406KY-3 for Bourbon County Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The application clearly and vividly describes its reform vision and presents a thorough picture of district characteristics including its strengths, challenges and disparities. The applicant is both comprehensive and coherent in its reform vision, addressing students at all grade levels from PreK through high school, and students at all current levels of achievement. The applicant describes plans for struggling, high-achieving and students in the middle. Personalized learning environments are comprehensive using technology, blended learning, individual and group work, and extensive involvement of family, community business, industry and higher education. Educators are well supported and the larger community is valued and respected as part of the learning community.

The applicant demonstrates building on its work in four core assurance areas:

- adoption and implementation of Common Core standards and assessments is legislated
- data sytems are in place - CIITS (Continuous Instructional Improvement Technology System) for teachers, Infinite Campus for students, teachers and parents
- rigorous professional development is outlined on a time schedule
- several specific state (ASSIST: Assist and Support School Improvement Teams and HSE: Highly Skilled Educator) and federal (Title I) resources target turnaround schools; the project adds data systems and the blended learning approach to the human capital focused on struggling schools. Multiple programs are in place to address academic and non-cognitive concerns; the proposed project has the potential to make it a cohesive system.

The applicant is convincing in describing an educational system wherein data drives decision-making, teachers are supported, students are supported, families are involved and communities contribute - a system that is well designed to accelerate achievement for all students, deepen student learning and increase equity to a significant extent. Personalized learning is supported by technologies and by teachers engaged with their students; deep student learning is afforded by both the digital content and by opportunities in the community; immediate feedback and targeted interventions will increase equity.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

The implementation process is clear, ambitious and achievable. Two key elements make the plan feasible: first, organized human capital. The District Implementation Team is charged with keeping track of all components slated for implementation district-wide. The DIT will use the Logic Model as a living document to manage and measure progress. Wiithout this high-level oversight, the reform vision could be lost in the many details. School Implementation Teams will keep the project on track at the school level. Both the DIT and the SIT will have members from state, district, school, higher ed, parents, industry. While the breadth is laudable, more important is the structure for keeping the vision intact. The new Project Director must have the skills and attributes to keep these teams focused, motivated and productive. Professional Teams are the classroom-level implementers. After extensive professional development, and beginning with a team focused on math, the PT will take on the work of actualizing the vision of personalized digital learning. The structure is sound and much depends on the quality of the professional development, which is presented as a comprehensive mix of leadership and learning models and content. If the DIT, SIT and PT accomplish the ambitious goals set forth in the proposal, implementation is achievable. The second element in feasibility is the three-phase implementation plan. Phase I sets up the framework; Phases II and III build upon it. Time is provided for the culture shift that must occur from district leadership to classroom configuration to community engagement.

Throughout the proposal, evidence of data systems for informing instruction, measuring student progress, personalizing

student learning and aligning standards and assessments is presented. This ambitious plan, tightly managed, can be achieved if stakeholders successfully envision all the myriad components as one effort towards transformation.

Data is provided that support eligibility, meeting all grant requirements. The applicant provided a list of schools, the number of participating students, the number of low-income families and the number of high-need students.

(A)(3) LEA-wide reform & change (10 points)	10	10

(A)(3) Reviewer Comments:

The applicant presents a proposal with all the qualities of a high-quality plan: key goals are supported by activities, rationale, timelines, deliverable and key responsible parties. Evidence of district commitment to change is found in the membership of the District Implementation Team that includes the superintendent, program directors, school-level leaders, and community stakeholders. The proposal clearly outlines the tasks for which the DIT is responsible, how it will interact with the School Implementation Team and how it will receive feedback from the Professional Teams. The success of the project lies heavily on the backs of these teams that will choose the tools, resources and trainers most likely to effect the outcome goals. Support personnel wil be scaled up to provide support for classroom teachers and additional one-on-one support for students. Training is key for these paraprofessionals and coaches.

Data collection and analysis is woven into the proposal at every level: student performance and achievement, school trends, teacher development and the effectiveness of instructional model(s). The three phases proposed address how the project will be scaled up by adding subject areas over the course of the grant. The model of blended learning will begin with the math subject area but the transformation of culture, roles, leadership, communication and the use of data is transferable to every subject area. Again, professional development is key.

The logic model is presented as a working document and establishes benchmarks for implementation. The logic model can help the leadership stay on track and adjust the deliverables as needed. It will be the task of leadership, in full collaboration with the DIT, SIT and PT, to keep student achievement in the center of the reform activities and to embed this new paradigm of personalized digital learning in each learning location. The plan presented, if it is implemented with all its components and if it stays true to the reform vision, will change the look and feel of education and will improve learning outcomes for all students.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10

(A)(4) Reviewer Comments:

The applicant's vision is highly likely to result in improvments. Baseline and goal data are presented for performance on summative assessments, decreasing achievement gaps, graduation rates and college enrollment. The annual goals exceed state ESEA targets. Improvements in student learning, performance and increased equity are logical outcomes of the blended learning proposal that 1. includes personalized plans, measurement and interventions for every student, 2. provides extensive professional development and feedback loops for educators and leaders, 3. provides professional and paraprofessional personnel in classrooms and other learning locations, and 4. maximizes the use of student, teacher and trend data to plan, implement and intervene with all students and, over time, all teachers. College- and career readiness is assessed early and ongoing to underscore for all students the connection between school achievement and their future opportunities. With appropriate and effective professional development, and the supports described in the proposal, educators will facilitate higher levels of achievement for all students.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	14

(B)(1) Reviewer Comments:

The applicant convincingly describes the readiness of the district for comprehensive reforms. Progress towards the core educational assurances is evidenced by expanded data systems (both monitoring and learning systems) and investments in teacher training. Evidence of improved students learning outcomes in reading and math is provided for 08-09, 09-10, and 10-11. Trend data from the EXPLORE Assessment of Grade 8 reading and math shows moderate gains over the three-year period, as does the ACT Assessment of 11th graders. Trend data to indicate closing the achievement gap was not presented.

In the lowest-performing schools, multiple reform initiatives have been initiated. Rubrics are used for lesson plan analysis, technology integration, varied instructional strategies and more. A coaching model is in place. Non-academic obstacles to

student achievement are in place from Preschool through high school. The applicant is poised to implement even more teacher and principal professional development while maintaining programs already established.

Student performance data is available to students educators and parents through a parent/student portal, in the school building, during conferences, on the school's website, in sent-home weekly newsletter and on the DOE School Report Card. No specific mention was made in the section that the student performance data is used in ways to inform and improve participation, instruction and services, but it is implicit throughout the proposal.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	**5**	**5**

(B)(2) Reviewer Comments:

The applicant describes the transparency of LEA processes, practices and investments. All expenditures at the school level are reported monthly and made available at the schools and through the Civil Rights Data Collection. Copies of complete expenditure reports are included in the Appendix.

(B)(3) State context for implementation (10 points)	**10**	**10**

(B)(3) Reviewer Comments:

The applicant demonstrates that the State's regulatory requirements are supportive of the implementation of personalized learning environments and provide very successful conditions and more than sufficient autonomy for the LEA to implement the entire project.

(B)(4) Stakeholder engagement and support (10 points)	**10**	**10**

(B)(4) Reviewer Comments:

There is a broad base of support for the proposal. The applicant succeeded in involving stakeholders in a meaningful way.

The applicant provided evidence of the solicitation of feedback and input from parents, evidenced by copies of newsletters from each school describing the goals of the proposal and asking for input, included in the Appendix.

Teachers were asked to sign a polling sheet if they supported the proposal. Copies of the sheets were included in the Appendix. 83% of teachers signed in support.

The application includes multiple letters of support from individuals representing higher education, the legislature, the public library, special education, migrant services, the city of Paris, the State attorney's office, the judicial system, human service agencies and teachers. Also, each school principal wrote a letter of support.

(B)(5) Analysis of needs and gaps (5 points)	**5**	**5**

(B)(5) Reviewer Comments:

There is a strong and supported plan to examine the applicant's current status in implementing personalized learning environments.

The applicant provides four essential components for implementation of personalized learning environments: the status of highly skilled educators; teacher preparation for blended learning; hardware and electronic devices and; high-speed broadband. For each component, the applicant describes the goal, activities, timeline, deliverables and responsible party. The narrative identifies the needs and gaps that the proposal will address. Core to the success of the plan is the professional development and support for the educators charged with transforming classrooms into personalized learning environments. Inherent in the proposal is the belief that educators, parents and the community will embrace blended learning and replace the vision of bricks and mortar schooling with an expanded vision of reform. Communication strategies are described that support engaging all stakeholders in this new vision and explaining the underlying rationale for change. Data on achievement gaps is provided with targets for improvements.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	**20**	**20**

(C)(1) Reviewer Comments:

The applicant presents a high quality plan that evolves from the reform vision for the district. Each sub-criteria is addressed and supported by research-driven rationale. The narrative speaks thoughtfully to a three-phase implementation plan that takes into account time for educators and students to transition to personalized digital learning, age-appropriate content and delivery options, strong, ongoing professional development and deep student assessments.

The phase-in of blended learning will support differentiated instruction and opportunities for a wide range of instructional strategies. The proposal is careful to discuss that the use of technology is not simply a picture of a student alone with a computer. The application describes all kinds of configurations of teaching and learning to encompass learning styles and preferences.

The applicant describes how Bloom's Digital Taxonomy and its use of tools and technology to facilitate learning is at the the heart of the proposal. This supports a deliberate sequence of content and skill mastery for each individual learner, no matter where their starting point.

The applicant's definition of blended learning is one where a comprehensive learner profile drives improvements and strategies in teaching and learning. Common Core standards will be used Pre-K through grade 12 as the fundamental framework for students, teachers and parents to understand incremental performance and achievement benchmarks towards college- and career-readiness. Mastery of common core knowledge and skills will be accomplished because students will know what is expected of them, have access to and the skills to use tools and technology, and have instruction and support from teachers, paraprofessionals, parents and community partners. The project supports implementation of the strategies of blended learning models with extensive professional development, collaborative decisions on content (digital and other materials), and integrated data systems to ensure individual learning plans, various instructional strategies, the use of multiple assessment tools to measure and support student achievement and immediate interventions for struggling and high-performing students.

(C)(2) Teaching and Leading (20 points)	**20**	**20**

(C)(2) Reviewer Comments:

The applicant presents an excellent high quality plan that fully meets every criteria and sub-criteria. Additionally, the State's process for improvement already in place is consistent with the goals and objectives of the reform vision outlined in this proposal.

- Professional development will be provided that **models** blended learning and creates communities of (teacher) learners. Professional Teams are supported by the School Implementation Team and the District Implementation Team. This horizontal and vertical support structure will be critical in implementation and system change.
- Phase I creates math Professional Teams; Phase II adds Professional Teams in Reading/English, Science, Technology and Engineering. Each PT is expected to contribute to changing their face-to-face courses to a new blended course **AND** to be a catalyst in changing the culture of the school. This is a tall order, and achievable with training and support as planned.
- Much emphasis is placed on professional development on tools, resources and data analysis. This is appropriate as the plan requires teachers to use data -- and to support their students in using data -- and to use analyzed data to communicate, and to improve effectiveness for continuous improvement and progress towards the goals of the project.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	**15**	**14**

(D)(1) Reviewer Comments:

The applicant provides a clear description of the role of the central office as a collaborative partner with school-based educators. There is evidence throughout the proposal that the responsibilities of the District Implementation Team, the School Implementation Team and Professional Teams are designed to be supportive, collaborative and reciprocal. There is evidence

presented that state policies support the implementation of blended learning models and the District Implementation Team and central office staff are charged with determining if district policies, practices and priorities will foster or impede implementation. The infrastructure to support the project can be seen in the governance structure of the DIT, SIT and PT, the technology systems and the communications tools. Policies and practices allow students to demonstrate mastery of standards at multiple times and in multiple ways. Financial implications are taken into consideration.

It is clear that the School Implementation Team, with input from the PT, has the flexibility and autonomy for school-based decisions.

The proposal frequently mentions "all students" and references the achievement gap and underserved youth. There is no explicit mention of adaptation and accessibility for students with disabilities or English learners.

(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The applicant described a feasible plan for access to broadband and technology for all stakeholders including WiFi on buses and a checkout/lending system at multiple locations. A range of workshops providing technical support is discussed and includes the potential of students as workshop instructors. The applicant explains that Infinite Campus is used for student records management. The proposal includes the plan for expansion of data systems from enterprise type to open house to create a system for multiple applications. Funding for this data system move is already in place.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

The applicant describes a rigorous continuous improvement process that includes essential questions closely related to expected outcomes and performance measures serving to guide the evaluation of the project. Data collection and analysis of student progress and project implementation will be bolstered by measuring student and staff perceptions through survey tools for students and teachers. The Logic Model sets forth bi-weekly and monthly data collection and analysis points and the narrative describes annual, year-end evaluation, interpretation and modification plans.

(E)(2) Ongoing communication and engagement (5 points)	5	4

(E)(2) Reviewer Comments:

The applicant takes full advantage of multiple forms of communication with internal and external stakeholders. The Communication Specialist will create and coordinate multiple communication avenues. It is unclear how the applicant will **engage** the stakeholders beyond informing them **about** personalized learning and new opportunities afforded by the program.

(E)(3) Performance measures (5 points)	5	5

(E)(3) Reviewer Comments:

The applicant proposes 13 performance measures. The chart in the narrative describes the performance measure, the rationale, the progress assessment tool and when/how often the assessment will occur. The performance measures meet the requirements for this criteria. The narrative states that baseline data and annual goals can be found in the Appendix. 109 pages of referenced information and data are missing from the application. The narrative references specific page numbers where the performance measures would be found in the Appendix. Although specific annuals goals could not be reviewed, the information provided is sufficient to meet this critieria.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5

(E)(4) Reviewer Comments:

A quality, systematic and logical plan for evaluation effectiveness is in place.

The applicant describes an evaluation plan, both process and summative, organized around the four core educational

assurances and including both quantitative and qualitative data. The plan requires monthly examination of data collected in an open forum format to faciliate discussion among educators, administrators and other collaborating partners.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

The budget is exceptionally well constructed, supporting project components and identifying all funds.

The applicant presents a comprehensive budget narrative and budget table that identifies all supportive funds, is sufficient for development and implementation of the project and provides a rational for investments. Investments in project personnel are justified extensively in the narrated and supported further with position descriptions in the Appendix. One-time investments are identified in the Equipment line. Strategies that ensure the long-term sustainability of the personalized learning environments are embedded in the reform vision and implementation plans thoughout the proposal.

The investment in personnel is critical to the success of the program. The responsibilities of the Project Director are described, as are the responsibilities of persons charges with communication and data management. These individuals will provide oversight and leadership for the project as a whole as well as planning and guiding the implementation of project components: embedding the vision in schools and in the community; facilitating learning for making informed and effective decisions about professional development, tools and resources; ensuring transparency of policies and processes. Perhaps equally important is the investment in support personnel trained to assist in the implementation of blended learning, data analysis and personalized learning environments. It would be unrealistic to expect classrooms or the system of education to be transformed without extensive, hands-on support linked with the acquisition of digital content aligned with Common Core standards.

The budgeted items are reasonable, in line with county pay scales and sufficient for the implementation of the project.

	Available	Score
(F)(2) Sustainability of project goals (10 points)	10	8

(F)(2) Reviewer Comments:

The plan to sustain the project goals is well addressed in both financial terms and in terms of the reform vision for the district past the grant period.

The applicant describes the sustainability plan by identifying sources of revenue that will be used following the grant period:

- technology maintenance through the State's technology fund;
- software and supplies though PTO funds, fundraising and district allocations;
- blended learning professional development through state and federal programs;
- site licenses through the district general fund.

Eleven additional sources of revenue were cited to support blended learning and were also referenced in the budget, making it unclear as to how they contribute to sustainability. The plan assumes a decrease in the number of teachers through attrition and non-renewing of contracts for lack of performance. Savings realized through assumed reductions in existing personnel contributes a measure of uncertainty to the plan.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

This is a strong plan for integrating community-based services for families, youth and children to address non-cognitive as well as educational needs.

The proposal describes the Core Management Team that was developed in 2008 to promote effective collaboration among school staff, district staff and community organizations to address student and family needs outside of the school environment. The proposal presents data underscoring the need for community-based prevention and intervention activities: the high number of discipline referrals, the high number of students with a diagnosed mental illness, the high number of students who qualify for special education, a significant increase in homeless and migrant students, the high rate of poverty, the high percentage of students scoring below proficiency in reading and math and the percentage of students reporting drug and alcohol use.

The proposal identifies six goals for the Core Management Team and identifies the collaborative partner, the service or program and the desired results. Both educational and behavior/social results were included. From the data and the goals, performance measures were developed. These performance measures were referenced as nine pages in the Appendix, but these pages were not included with the application.

The plan for coordinated services within the schools and in the community is aligned with the overall proposal and meets this Competitive Preference Priority.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant submitted a proposal that met and exceeded Absolute Priority 1. Each of the core educational assurance areas is addressed thoroughly with evidence, rationale and high-quality plans.

Total	210	204